



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219173

DfES Number: 519580

INSPECTION DETAILS

Inspection Date 11/12/2002
Inspector Name Paula Durrant

SETTING DETAILS

Setting Name Kings Cottage Nursery
Setting Address Unilever Research site
SHARNBROOK
Bedfordshire
MK44 1ET

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kings Cottage Nursery opened at the Unilever research centre in the rural village of Sharnbrook, Bedfordshire, in 1990. It is a workplace nursery managed by Kinderquest, who operate a chain of childcare establishments across the country. The nursery caters predominantly for children of employees but also accepts children from the surrounding area. The nursery is based in a pair of converted and extended semi-detached houses. It has its own secure garden and also uses the centers extensive grounds. The setting is open from 8.00am until 6.00pm, Monday to Friday for fifty weeks of the year. Children can attend for a full day or half days from 8.00am until 1.00pm or 1.00pm until 6.00pm. It is registered for 75 children aged 0 to 5 years. There are currently 68 children on roll which includes 17 funded three-year-olds and 5 funded four-year-olds. The children who attend come from a range of social, economic and ethnic backgrounds. There are no children currently attending who have special educational needs or for whom English is an additional language. The children are organised into groups according to their age. There are 16 members of staff employed at the nursery, four of whom work specifically with the funded children. Of these four staff, two are qualified and one is due to commence training. There has been a change of manager and some staff members since the last education inspection. The group receives support from an advisory teacher through the Kinderquest group.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kings Cottage Nursery offers good quality nursery provision which helps children to make generally good progress towards the early learning goals. Children are confident in number work and have valuable opportunities to practice and develop their pre writing skills. Teaching is generally good and the majority of the staff have a secure knowledge of the foundation stage. Staff frequently engage the children in meaningful conversations during small group work and when working on a one to one basis. However, some children lack an understanding of right and wrong and are not always appropriately challenged by the staff. This hampers the development of learning and good listening skills. A thorough assessment system is in place and is well used to record children's progress towards the early learning goals. It matches the stepping stones and effectively informs future planning and enables staff to focus on individual children's needs. Plans show clear learning outcomes and provide a good balance across all the areas of learning. There are currently no children with special educational needs attending the setting but the group has a clear policy and the effective assessment system would provide suitable support. Leadership and management is generally good. The manager and co-manager are working to develop and consolidate the staff team. Clear aims and objectives are in set by the management team. Systems are in place and are being used to monitor and evaluate the provision for nursery education. However, inappropriate organisation of large group sessions cause children to lose concentration and develop poor listening skills. The partnership with parents and carers is very good. Parents are well informed about the nursery ethos and curriculum. They are able to share their observations of their child with the staff and regularly receives useful information on their child's progress towards the early learning goals.

What is being done well?

Children's mathematical development is well fostered through structured activities and incidental learning. Children have many opportunities to develop and extend their pre writing skills through well planned topics and activities with appropriate resources. Effective use of small group activities with clear focused learning outcomes. Good planning and assessment systems in place which are appropriately used and link to the six areas of learning.

What needs to be improved?

children's personal and social development, particularly extending children's knowledge of right and wrong behaviour. staff need training and support to enable them to effectively manage children with challenging behaviour. organisation and management of the day to improve children's concentration and listening skills during large group times.

What has improved since the last inspection?

The setting has made generally good improvement since the last inspection and this has had a positive effect on the children's progress. Assessments have been developed to clearly relate to the stepping stones and they are regularly updated by the staff. Evidence of children's work is also maintained in folders and trays. Children's name cards are now used throughout the day and all display work is well labelled using appropriate lettering. The premises has been reorganised to allow the children to have access to both the play rooms during free play. Although the children are split for story time there are still difficulties in providing an environment which enables children to develop their listening and concentration skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>Children progress in personal, social and emotional development is limited by some significant weaknesses. Children are confident and enjoy sharing their knowledge with the adults and other children. They work well together in small groups and during these periods show good concentration skills. However, during large groups sessions and transition periods the children become disinterested and learning is limited. Children do not always show an understanding of right and wrong.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children make generally good progress in communication, language and literacy. The more able children have a good understanding of the phonic sounds and many children are able to recognise and write their own names. Children frequently use pens and pencils to write messages in meaningful situations, for example when making Christmas cards. They enjoy engaging in purposeful conversations when in small groups.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children's progress in mathematics is generally good. Many children can count to ten and beyond and the older children can recognise some numerals. Children confidently talk about a range of different shapes and can sort and compare using colour, shape and size. They often use mathematical language to discuss numbers and are beginning to use mathematical ideas to help them solve problems.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children's progress in knowledge and understanding of the world is generally good. Children are confident at designing and building using a range of equipment. They fold and cut card and build cars with commercial equipment. Children are able to investigate a range of materials and look for changes, patterns, similarities and differences. They look at features of their local environment and discuss events, such as holidays, that occur in their own lives.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in physical development. They demonstrate good hand-eye coordination as they cut with scissors and throw and catch balls. The older children competently hold pencils and colour within the lines. Children show good control when using a good range of small and large equipment such as hole punches, glue sticks, bikes and hoops. They effectively use the outdoor play area on a daily basis to promote large muscle skills.</p>	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in creative development. They show high imaginative skills in their art work and during music and dance opportunities. They enjoy listening to different types of music and use their own voices to sing familiar songs. Children take part in many activities which enables them to explore materials and make two and three dimensional creations. They are able to respond to different experiences as they cook, feel cornflour, shaving foam and stroke real animals.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

Continue to develop the programme of training to ensure all staff have secure knowledge and understanding and practical skills to challenge and manage children's behaviour. Continue to review the management and organisation of the day to enable children to develop their concentration and listening skills when they are part of a large group.